

# CHILD-WELFARE MAGAZINE

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### President's Desk

Dr. Henry Van Dyke has performed a real service to the world in clearly showing how the education of a generation has changed the German character and has led to the terrible results in this world war. We publish his address in full, believing it has a lesson for every parent and every nation.

#### The Education That Made This War

It is in the homes that education begins, but when a ruler who claims Divine right causes all educational institutions to teach Might is Right—to teach that treaties are not binding—homes are helpless. The war is teaching many lessons to all of us. To the women of the world is coming the realization that they who go down into the valley of the shadow of death that a man child may be born must have the right and power to bring that child up with Divine ideals of justice, of honor and of manhood. There is no law for one who believes Might is Right. Millions of mothers have seen their sons sacrificed to a nation's lust for power.

Were it for life and liberty, for protection of womanhood and childhood they might feel the sacrifice was not vain—but oh the aching hearts there must be in that land where Might makes Right! Powerless are the mothers now, but if this does not bring together the womanhood of the whole world in a mighty army to fight for education of children that will make such a war as this forever impossible, then women are not awake to their great duty and their great work.

They are awake, however, as never before. God is moving their hearts. No longer do the trivialities of life satisfy them. They feel themselves a part of the world life as never before. They see that never again can they close their eyes to any measures that touch their lives, the lives of their children or the welfare of their country.

Motherhood is a common bond between all women, and mothers of every nation must be organized as the National Congress of Mothers is organized to give every child the chance to develop as God intended he should.

There must be definite purpose, definite purposeful teaching of all mothers, so they may give what children need. There must be Home Education Divisions in every nation's Bureau of Education and mothers as well as fathers must plan their work that it may meet every need. There must be mothers as well as fathers on every state and local Board of Education.

There must be Child Hygiene Departments in every Board of Health and mothers too are needed there.

The infant death rate must be reduced by education of all girls in infant hygiene. Crime must be prevented by adequate attention and proper treatment of children who err.

All these are matters in which mothers are vitally interested. American mothers of today are giving their sons with patriotic good will, but they will bend every energy to prevent the mothers of another generation from meeting such a terrible ordeal.

**The Education that Made the War shall not be the education of youth if mothers have the power to prevent it.**

God has put it into the hearts of women to organize for many causes. Twenty-six nations are allied in the National Council of Women—and so they are not unprepared for calling into the ranks of organized womanhood those not already enlisted.

It is God's providence that women have been unconsciously preparing themselves to meet the great issues that face them.

For God, for Home, for Honor of Womanhood, for Love and Opportunity for Childhood shall be the clarion call which will unite the motherhood of the world.

A letter from Mrs. H. T. Wright, an officer of Los Angeles Federation of Parent-Teacher Associations in California, says: "I wish we might start a plan this year for a special permanent committee on Americanization, one that will inaugurate a system of education as to conditions, needs, etc., all over the nation, through our local associations, and get into systematic working order a scheme that we can put at work for Americanizing our foreign women. It is our field, the greatest opportunity American women have ever had, and do not let us miss it. I have worked with various organizations and nowhere have I seen the opportunity for this work, for getting into personal touch with the foreign mother, as we have through our intimate relation to the public schools. Shall be glad to do anything as an American Mother and as a duty I owe my country, not to speak of it as a pleasure.

"Just think what it would mean to the Congress of Mothers to be able to do this work for the coming generations. The trouble with many organizations is the lack of vision to plan for the future and not always do everything for the present."

There can be no doubt that through Parent-Teacher Associations one can meet more foreign mothers than through any other organization. All that will help mothers is properly the primary work of the Parent-Teacher Association. No mother can have the proper influence over her children who cannot speak the language of our country; every mother who can be made to see that it helps her children for her to understand English will have the strongest incentive to learn English. The Congress of Mothers has already done much in this way, but a well-organized department would be a real service to the citizenship of the future.

150,000 enlisted men are stationed in the five camps which are in and near Washington. These boys come from every state in the Union, and it therefore concerns mothers, fathers and patriotic citizens from every state to see that they have suitable accommodations under good influence when off duty.

**Patriot Service of Mothers to Enlisted Men** The Committee on National Headquarters in Washington, with coöperation of the Mothers' Army and Navy Camp Committee, have purchased a large five-story building in a central location and near the car lines from the camps.

The National Congress of Mothers will dedicate this building to the motherhood and childhood of America, and to patriotic service to the Government whenever needed.

It will establish a United Service Club for Enlisted Men in celebration of the 21st anniversary of the organization of the Mothers' Congress, and in the nation's capital will extend hospitality and provide lodgings and home for the enlisted men visiting Washington.

The privilege of having a share in this is being given to you. A Roster of names of contributors will be framed and kept perpetually in the Reading Room.

In memory of what your mother has meant to you, will you help us do for the boys near Washington what you would wish some mother to do for your boy wherever he may be? If you have no son in the country's service, will you not help because of the happiness it will give to the brave men who are fighting for the freedom of the world?

That you may know that the need exists and that the Mothers can meet it, read what has already been done. Visit the Clubs already established. Philadelphia, the nation's birthplace, led the movement. Washington, the center of all national activities, must not be behind Philadelphia, and Washington is the headquarters of the National Congress of Mothers and Parent-Teacher Associations, and is the center of all educational, governmental, international and war activities. It is not the boys of Washington, but boys from every state in the Union who will be benefited by the comforts and hospitality extended.

The National Congress of Mothers and Parent-Teacher Associations, through the visit of its President to the camps in Texas in 1916, was aroused to the necessity for mothers to give personal service in the vicinity of every camp. Especially were they impressed with the duty of inculcating respect for the man in uniform, the enlisted man, and of awakening the good women in vicinity of the camps to the opportunities for real service. The conditions of camp life are necessarily abnormal, removing men from all influences of home and the presence of good women. That mothers might serve their country by personal interest and attention to such needs as exist in different places led to the organization of the Mothers' Army and Navy Camp Committee in April, 1917—national in scope, for it aimed to organize mothers for work in connection with the sixteen cantonments and other camps in the United States. With branches in nearly every state, it has already been possible to reach nearly every camp for the special service needed.

First in nearly every city was the need for lodging at moderate cost in wholesome, clean environment for the boys off duty. The red-light districts were alive to the need and were on the spot, yet 80 per cent. of the boys wanted decent places—which they could not find.

The Philadelphia Mothers' Army and Navy Camp Committee, of the National Congress of Mothers, was organized in May, 1917, by the National President, "to provide good lodging, home influence, home comforts and the hospitality of mothers" for the 12,000 men then stationed in and near Philadelphia, and for the 40,000 who later were in Camp Dix.

This Committee successfully established and is conducting the United Service Club, 207 S. 22d St., which is recognized as a model. It was opened August 1, 1917, when at least 1,000 boys every night were off duty and comparatively few could find suitable accommodations.

That the Club meets a real need is proven by the fact that between August 1 and December 31, 1917, 54,695 men have availed themselves of the privileges of the Club, while 11,459 have slept in the clean, comfortable beds, daily provided with fresh linen, at 35 cents a night, including shower baths. French and British soldiers have also been accommodated while in Philadelphia, and the fame of the Club is international.

Cafeteria and accommodations in an annex for mothers from distant cities have proved their use, while the hospitality and personal interest of mothers has meant much to the boys. Officials of the Navy, seeing the benefit of it to the boys, have generously cooperated with the Mothers' Committee and given valuable aid. Everywhere is the touch of home, and the following letter to the Committee testifies to the appreciation of the boys:

NAVY YARD, PHILADELPHIA,  
December 24, 1917.

TO THE COMMITTEE OF NOBLE AND PATRIOTIC WOMEN OF THE UNITED SERVICE CLUB, PHILADELPHIA.

*Greetings:* We, the undersigned enlisted men of the Army and Navy, take this opportunity to extend our thanks and appreciation for the many and untold kindnesses which you have showered upon us, and it was your kindness and sacrifices that prevented us from getting lonesome. You have made the Service Club reverse the old adage, that "there's no place like home," for it has, indeed, been a sweet HOME to us.

In this great struggle, as in all other world conflicts, the women have been the true heroes, and the women of Philadelphia again come to the fore as the grandest and noblest women in the world.

We also wish through you to extend our thanks and appreciation to the charming young ladies who entertained us on Sunday afternoons.

We sincerely wish you all, from our hearts, a Merry Christmas and a Happy New Year, and, hoping that success and final victory for our Army and Navy will crown your efforts, we will always remain,

Your boys in the Service,

WM. MISCHLICH  
and 100 Others.

The Baltimore Mothers' Army and Navy Camp Committee established and opened the United Service Club in Baltimore, November 10. It has had to double its capacity in order to meet the demand. It provides home comforts and lodgings for enlisted men who previously wandered the streets vainly seeking decent accommodations within their means.

At Waukegan, Ill., the mothers established the Jolly Tar Club, which provides all comforts except lodging, and is crowded always.

The Mothers' Army and Navy Camp Committees have been organized in vicinity of most of the camps, and are giving invaluable service by personal interest and many forms of hospitality to the boys, which is appreciated by the boys and by their mothers.

The organization of mothers of enlisted men in Philadelphia is proving of great benefit, and their enlistment for service during the war is giving them a share in and a knowledge of the various ways they can help our country and our enlisted men.

Whatever is being done by men, there is special need of personal influence and hospitality of good mothers, who can be camp protectors instead of camp tempters, and who can speak to any boy without fear of misunderstanding. Having sons in the Army or Navy is a bond which draws together every mother and father.

It costs \$25 to supply and equip a bed with blankets, sheets, and pillow cases—100 beds are needed. How many Parent-Teacher Associations would like to give the money to supply a comfortable clean night's sleep for one of the brave boys near Washington when he comes to the city? Names of donors will be framed in rooms where beds are placed.

The Congress counts thousands of Parent-Teachers' Associations in the membership. All are doing war work in addition to their usual work. Let the boys realize that love and appreciation of mothers follow them by practical forms of service. Donations should be sent to Mrs. W. F. Thacher, Finance Chairman Army and Navy Camp Committee, 910 Loan and Trust Bldg., Washington, D. C. Acknowledgment of all contributions will be made through the CHILD-WELFARE MAGAZINE.

The Philadelphia Mothers' Army and Navy Camp Committee on Thursday afternoon of each week invites the mothers and wives of men in Government Service to meet at the United Service Club.

Five or six hundred are invited in each week. The purposes of the war, and what mothers can do to help the government are clearly explained. The advantages of organization of war mothers are shown and in almost every case the mothers wish to join. They are being organized as ward branches of the National Congress of Mothers. They help support the United Service Club by their dues.

Enlisting War  
Mothers

The membership includes women of many nationalities, some of whom have brought their husbands with them to interpret the messages given. Loyalty to the Government, appreciation of the efforts to keep the morale of the army and navy on a high plane, reasons why we must conserve food, reasons why railroad facilities must be given for transportation of food and coal and troops always are given in the talks to the mothers.

A practical demonstration of what this explanation accomplishes was given when a strong effort was being made by a city newspaper to have all the boys from Camp Meade come home for Christmas.

When the speaker explained that if a single transport missed taking the food supply to Europe, that the Allies and our own boys suffered for food, that men as well as food must be taken to the transports by the railroads, that our navy guards the only lane on the ocean through which Europe's supplies must come, and so guards the lives of American boys in Europe and on the ocean, that to use the railroads for home visits of thousands of men might cause serious disaster, the question was asked: "Do you wish your sons to come home for Christmas under these circumstances?" "No!" "No!" "No!" was the reply from all over the room.

Everyone is willing to sacrifice when the reason for sacrifice is given. The interpretation of what the war means to the world has brought comfort to aching hearts which had dwelt only on personal grief and hardship and had not caught the broader vision which when glimpsed made them glad to sacrifice.

Every woman is asked to offer service of some kind, and then is told how and where to give it. Sometimes it is knitting for the Red Cross, sometimes it is inviting boys home to dinner, sometimes it may be that help is needed when the family supporter has gone. If one would learn the task America faces in its mixed population no better demonstration of it can be given than in calling together and organizing mothers whose sons are in the service.

The ward branches are to work under ward chairmen and will cooperate in baby-saving and other helps to children who need added care because of absence of fathers.

The Camp Activities Committee pronounce the United Service Club of Philadelphia as the model club in the whole country and are sending people to visit it from all parts of the country. In one week visitors came from Boston, where an \$80,000 club is to be established; from Chicago, where men are planning a club near the Great Lakes; from Montgomery, Alabama, where the daughter of Senator Bankhead is planning a club for the boys in that vicinity.

It is gratifying to know that the first club established and under management of the Mothers' Army and Navy Camp Committee has attained such recognition.

## The Education Which Made This War\*

By HENRY VAN DYKE

Former Minister to the Netherlands

I am going to speak to you of the *education which has made this war*.

This abominable war was chosen and thrust upon the world by the Imperial German Government.

I do not know how many of you thoroughly understand what the Imperial German Government is. It is a newcomer among the great states of the world. It took its origin in 1871. The Imperial German Government is a conglomeration, aggregation, consolidation, of twenty-two hereditary kings, princes, dukes and grand dukes, under the leadership of the king of Prussia, who is thereby kaiser of the German Empire.

These twenty-two hereditary rulers with their satraps, their commanders-in-chief, and all their adherents, hold in their hands absolutely the destiny of the whole German people. They are responsible to nobody but themselves. All the ministers in the German Empire are appointed

by these men. All the education in the German Empire is controlled by these men; they are the autocratic rulers of the German people.

Behind these twenty-two, as in all highly organized bodies, there is a little crowd that runs the machinery, and that crowd I have chosen, for the sake of brevity and impersonality, to designate as the *predatory Potsdam gang*. And they are the people who have made this war.

But how could a gang make a great, and originally a noble, people like the Germans thus subservient to their "will to power"? How could the Potsdam war lords bring millions of the good German folk to fight with incredible courage and tenacity in a war which began with a confessed act of injustice toward Belgium, and which has been continued with flagrant violations of international law and of the most sacred instincts of humanity?

The answer to this "how" is simple, but it goes into the very foundations of national life.

\* Address delivered before the recent Convocation of the University of the State of New York.



The great builder of these vital foundations is education. It was a false, vicious, antidemocratic education that enabled the Potsdam gang to use the German people for its nefarious purpose of dominating the world by military power. It was a false education that laid the strong and heroic German folk as a servile tool in their hand.

The three elements of falsehood in this education were these:

First, That the German race was chosen by God to lead and rule the world. Any race which gets that idea of having a divine right from God to control all other races is on the way to a downfall.

Second, That the house of Hohenzollern was chosen by God to dominate the German race.

Third, That the way in which this leadership and domination were to be secured was by war—by the assertion of might, without regard to right, by the military power of the German people behind their hereditary war lords.

Three such arrogant and immoral assumptions at the basis of any system of education, however systematic and well organized, were enough to make it a curse and menace to the truth-seeking, justice-loving, upward-striving world of the human race.

I was one of those American college boys who, having gotten a solid basis in an American school and university, went abroad in the last quarter of the nineteenth century to get a postgraduate education in the renowned German universities. We all did it at that time. It was a kind of fashion, a fad.

The memory of my student years in Germany is ineffaceable. My remembrance of the days in the lecture room, and of vacation tours on foot through the Thuringer Wald and Harz, the genial kindness of the peasant folk, the courtesy and friendliness of my fellow pedestrians and brother anglers are not to be forgotten and will always make it impossible for me to hate the German people. I may be sorry for them, but I do not hate them as people. I hate the education which had made them serve the purpose to which they have been put. I hate it with a holy and Christian hatred, and I would do anything in my power to stop it.

In the great cities in 1879 its effects were already visible. There the Prussian military officers walking three abreast on the pavement elbowed women into the gutters. There the dawn of dominant militarism already made itself felt. In the University of Berlin, where I studied, the dividing line between the old friendly Germany and the new militaristic Germany was clearly marked. The professors that I met most frequently, the saintly Dörner, the sagacious Bernhard Weiss, the broad-minded Herman Grimm, spoke in a manner which the lovers of universal culture and humane ethics could understand; they were the inheritors of Kant and Fichte and Schiller and Goethe.

The rising idol of the university at that time was Heinrich von Treitschke, a professor of history, of the ultra-Bismarckian school. How well I remember him, and my visits as a guest to his always crowded lecture room. He was stone deaf and spoke in a strident, raucous voice, but he was a man of fiery eloquence, of intense energy. He would come striding into the lecture room, and "Meine Herren" he would say before he got his gloves off. Then he would wade into the particular point of German history on which he was lecturing at that time. He expounded the fundamental doctrines of Pan-Germanism with colossal force. I took no notes of his lectures at the time but here are some of the things which he believed and taught:

"The German is a hero born, and believes that he can hack and hew his way through life." (H. v. Treitschke, "Politics" 1.230.)

"The appeal to arms will be valid until the end of history, and therein lies the sacredness of war." (Ibid., p. 29.) "It is only since the last war (1870) that a sounder theory has arisen of the state and its military power. Without war no state could be. War, therefore, will endure to the end of history, so long as there is multiplicity of states." (Ibid., p. 65.)

"It was Machiavelli who first laid down the maxim that when the state's salvation is at stake there must be no inquiry into the purity of the means employed; only let the state be secured and no one will condemn them." (Ibid., p. 83.)

"No state can pledge its future to another. It knows no arbiter and draws up all its treaties with this implied reservation. Moreover every sovereign state has the undoubted right to declare war at its pleasure and is consequently entitled to repudiate its treaties." (H. v. Treitschke, p. I. 28.)

Belgium, Belgium! What a commendation of blood and distress was written for you, as a consequence of that doctrine.

His disciples and followers, Bernhardt, Clausewitz and a nameless crew of generals, university professors, high-school teachers and preachers went far beyond this. Take a few words from General Bernhardt: "The proud conviction forces itself upon us with irresistible power that a high, if not the highest importance, for the entire development of the human race is ascribable to this German people." (Gen. von Bernhardt, "Germany and the Next War," p. 92.)

"World power or downfall will be our rallying cry." (Ibid., p. 154.)

"War is a biological necessity of the first importance, a regulative element in the life of mankind, which can not be dispensed with. War is the father of all things." (Ibid., p. 18.)

"Might is the supreme right and the dispute as to what is right is decided by the arbitrament of war. War gives a biologically just decision." (Ibid., p. 23.)

Take a few more words from German preachers and instructors of the young:

"What does right matter to me? I have no need of it. What I can acquire by force, that I possess and enjoy; what I can not obtain I renounce, and I set up no pretensions to indefeasible right. I have the right to do what I have the power to do." (Max Stirner, "Der Einlige und sein Eigentum," p. 275.)

"Our belief is that the salvation of the whole Kultur of Europe depends upon the victory which German militarism is about to achieve." That is a manifesto signed by 3,500 professors and lecturers and high-school teachers in Germany.

Now take a final specimen. This is from a weekly paper for young Germany under date of January 25, 1913, which is supposed to be the feeding bottle for the infant mind of Germany. "When here on earth a battle is won by German arms and the faithful dead ascend to heaven, a Potsdam lance-corporal will call the guard to the door and 'Old Fritz' springing from his golden throne will give the command to 'present arms.' That is the heaven of young Germany."

But it may be said that I am quoting private writers, personal teachers, to condemn the German education which had led to this abominable war and lost Germany the friendship of mankind. Well, then, let me quote an imperial authority, the Kaiser Wilhelm himself. He is a voluminous speaker as you know. Sometimes he is good, but he is always copious.

In 1890 he assembled a so-called educational conference at Berlin. To this conference he said that the eyes of the German nation must be "fixed abroad and toward colonization." To this conference he said, "*The school ought first of all to have opened the duel against democracy.*"

I will say that again to you so that you will remember it. This is what the Kaiser thinks—"The school ought first of all to have opened the duel against democracy." That is the duel that he is in with us now, the duel against democracy, and we shall see whether this autocrat, divinely appointed, according to his own account, head of the Imperial German Government, is going to stand up against the mighty force of democracy which is to rule and redeem the world.

To this conference he declared, "Gentlemen, *I am in need of soldiers.* We ought to apply to the superior schools the organization in force in our military and cadet schools."

Well, the Emperor Wilhelm got what he wanted. He got a government system of education which blotted out the old German love of liberty and produced the new German adoration of autocracy. He got a system of education which impregnated the soul of his folk with the superstition of an Almighty State, above morality, beyond responsibility, supreme over humanity, a state not founded on the people's will, but holding absolute power over the people's life, a state not answerable to other states for its conduct, nor to the conscience of mankind for its actions, a state whose sovereign rule was its

own necessity, whose great destiny was the empire of the world, and whose highest function was war. He got a system of education wonderfully organized, coördinated, marvelously perfect in routine and detail, and completely destined to produce in the German mind as a result of science, philosophy, and literature misapprehension, three monstrous, false convictions, three fateful faiths: (1) that Germany is over all, "Deutschland Über Alles"; (2) that the kaiser is the all-highest, "der Allhöchste"; (3) "Remember that the German people are chosen of God. On me—On me as the German emperor, the spirit of God has descended. I am his weapon, his sword, his vice-gerent." (Wilhelm Hohenzollern & Co., by Edward Lyell Fox, p. 18.)

Nothing like that has ever happened on this globe since the days when Nebuchadnezzar set up his golden image on the plain of Babylon and proclaimed that, at the noise of the trumpet and the psalter, all the people should fall down and worship the golden image of Nebuchadnezzar.

How carefully and how thoroughly this system of education was worked there is no time to tell you. It permeated every part of instruction from the kindergarten to the university. Let me give you only three illustrations of its operation.

First of all, all good Germans are taught to believe that one of the very greatest of all offenses, crimes, sins, is what they call *Majestäts Beleidigung*—to utter a word in criticism of the kaiser or any of the imperial house.

Second illustration: About 30 years ago an American professor, Boyesen of Columbia, wrote an admirable popular life of Goethe—so good that it was promptly translated into German. Being in Berlin, Boyesen had an interview with the kaiser's minister of education. "We should like to adopt your book in our schools," said the minister. "I should be delighted," said Boyesen, quite naturally. (Of course, a teacher is always delighted to have a book of his adopted because the salary on which he has to live as a teacher is not what you might call sumptuous or magnificent, so if he gets a book taken by the schools, it helps him and helps Mrs. Teacher to get along too.) "But before I adopt it," said the minister, "I must tell you one thing. There is a chapter in your book entitled, 'Goethe's Love of Liberty.' We could not use a chapter on the love of liberty in our education. Will you consent to cut it out?" Boyesen as a good American as well as a true scholar responded promptly, "No, I will not consent to suppress the truth even for the sake of getting my book into the German schools." So the interview ended and the book was not adopted, and to this day I doubt whether German children know that their greatest poet was above all a lover of liberty.

The third illustration is connected with the sinking of the *Lusitania*. That great passenger steamer, crowded with peaceful travelers going upon their legitimate business, was torpedoed

and sunk by a beastly German submarine. She was sent down off the coast of Ireland on the 7th of May, 1915, and one hundred fourteen American men, women and little children, defenseless, helpless, were drowned—"butchered to make a German holiday." The holiday was celebrated. In all the schools, at least of Prussia, the children were let out. In all the reserve camps, the men in training had leave of absence. The streets were full of flags, and songs, and cheering. To commemorate the event a bronze medal was struck. I have one of them, brought out from Germany. I kept it, "lest I forget." I wish I had it here with me to-night to show it to you. On the one side is a ticket office with a skeleton, representing Death, selling the tickets. On the other side is the great ship going down, stern foremost, into the sea. And under this is the inscription: "Passenger liner Lusitania sunk by a German submarine on the fifth of May." The boat was not sunk until the seventh, because she had been delayed here two days before she could sail. The deed which they had arranged to carry out on the fifth, and before which they had already prepared and struck this ghastly medal—the program was not carried out until the seventh. There is the evidence in bronze of the premeditated crime plotted and put through by the murderous Potsdam gang.

Such an education as the kaiser and his counsellors designed and devised gave him what he most needed, soldiers, millions of them, soldiers ready to sink their conscience in obedience to the almighty German state and the all-highest German kaiser, soldiers ready under orders to violate all international pledges of civilized rules of war; soldiers ready under orders to invade neutral territory, to devastate peaceful lands, to burn villages, to poison wells, to attack hospitals and kill Red Cross nurses, to shoot old men, women and priests, to sink merchant ships without warning, to drown helpless passengers and crews, to rape women and to carry away girls into white slavery; soldiers who answer to the words which the kaiser spoke to his guard—"you have given yourselves to me body and soul. For you, there is only one enemy and that is my enemy. It may happen—I pray that God avert it—that I order you to shoot down your relations, your brothers, nay your parents, but then without a murmur you must obey my commands."

Let us understand the situation. It is this scientific, systematic, stupendous German education, which has enabled the Potsdam war lords to put seven or eight million, more or less, courageous, armed supporters on ground which does not belong to them, fighting against the liberties of Europe. That is the trouble with the present situation. That is what we have got to help to cure.

We Americans are in this war because the claim that Germany has been chosen and empowered of God to rule the world by might does

not suit us. We do not believe it. We are in this war because that claim in its contemptuous "will to power" has trampled upon our sovereign rights, has murdered our citizens upon the high seas, and has put our existence as a free republic into peril.

Do you believe that? I do not see how you can believe anything else. This world is not big enough for the existence of a system of absolute military autocracy which claims the right to rule the world by might, and the existence of a real democracy which says that there must be a government of the people, by the people, for the people.

We have been forced to fight. But do not misunderstand me; we are not fighting against the German theory of education—you can not fight against a theory, a thing of air. We are fighting against its results, treachery, violations, invasion, barbarism, cruelty, worldwide bloodshed and horror. We must show, or help to show, beside Great Britain and France, that those results are a failure and a sham. We must help to show that the world positively can not be conquered and dominated in that way. We must go with France and Great Britain, Italy and Belgium to defeat the German arms on the land and the German submarines in the sea; and when that victory is won, we can profitably and honorably begin a conversation on peace, but not before. When that peace arrives—God grant it may be soon—when that peace arrives, with restitution, reparation and guarantees of security for all the peoples who have suffered from the madness of the Potsdam pride, then perhaps the German people will realize that their education has been wrong and will set to work to change it.

But I must confess that I care less about the democratization of Germany, and the reform of German education, than I do about the thing which must precede them—a real victory over the kaiser's tools.

Meantime, we Americans cling to the idea of education, which has made and sustained us. Learning without conscience is a vain and noxious thing. Its only result is to create a spectacled barbarism. Man does not exist to serve the state. The state exists to protect the rights of man. All governments derive their just powers from the consent of the governed. Might does not make right, but right must gain might to survive.

To-day we are fighting for that ideal beside our brave allies. It is the ideal of our hearts; it is the ideal that is in our education; it is the ideal that every one of your public-school teachers to-day is trying to give to the children; it is the ideal that every one of our universities has put into its young men, and its bachelors of arts and its maids of arts, and its mistresses of arts, and its doctors of philosophy—it has put it into them—and that is why, when this battle burst upon the world, even before we were in it, hundreds

and thousands of our young American high-school- and college- and university-trained youth, boys and girls, volunteers, rushed to the flag of France to fight by her side and help her to win the victory.

And now that we are in it, who are the best men in our officers' reserve corps and in our training camps? They are the men who have come from our higher institutions of learning, where they were taught not to worship autocracy, not to believe that might is right, but to worship democracy under the guidance of a God, whose right is the seal and sign of his omnipotent might.

Let us hold fast to this faith, to this ideal! Let The University of the State of New York see to it that nothing that is not democratic, free, liberal, ever comes into our education; that even in this stress of war, where we have to train soldiers to fight for peace, we do not become militaristic, we remain a democratic nation, a nation in which the state exists for the people.

To-morrow, when we have made that ideal victorious against the German foe, we shall make it safe for all the world by a league of free nations to protect peace.

## Mothers' Mistakes

By ANNE GUILBERT MAHON

"I get so discouraged," sighed the very youngest mother at the neighborhood mothers' meeting. "I reproach myself dozens of times a day."

The other mothers regarded her with sympathetic interest.

"I mean to be a good mother," she continued. "I mean to be gentle and kind and wise and tactful—all that a good mother should be, yet I fall so far short of my ideal. I make so many mistakes. Often I speak quickly and sharply before I realize it, when I don't intend to at all."

"We all do at times," put in one of the older mothers. "When things happen to vex us, or we're tired and working beyond our strength we can't always be as controlled as we should be. Usually, when I find myself speaking sharply or irritably for no apparent cause, I know it's because I am tired out and I try to take a rest the first chance I can get. It works well, I can tell you!"

"That's true," agreed the other mothers.

"Then," continued the very youngest mother, "so many times I make mistakes. One day last week it was warm and I let Baby play out without her sweater. She caught cold and I blamed myself so."

"You did it for the best, though, didn't you?" asked an older mother. "You thought she was too warm and you wanted to make her comfortable, didn't you?"

"Of course! That was why I did it."

"Then, my dear, you have nothing to reproach yourself with. We all make mistakes in judgment—the wisest and most experienced of us. We learn by them, you know. You did what you thought was for the best, so you have no reason to reproach yourself. The baby might have caught cold anyway. It might not have been entirely due to her leaving off the sweater. Children catch cold from being overheated, too, as well as being chilly. When a mother is careful as she can be about her child's health and comfort and then some little illness comes on, she has no cause to worry or blame herself if she has done what she thought best."

"That makes me feel relieved," sighed the youngest mother. "I had been just miserable over it—worrying and blaming myself."

"We worry needlessly sometimes—reproaching ourselves for what cannot be helped," spoke up a quiet little mother in the corner. "I worried myself almost ill over the fact that we had changed physicians when Alfred had typhoid fever. Some of my relatives said if I had retained our old physician probably Alfred would not have been so seriously ill. I blamed myself so for changing physicians just then," she sighed reminiscently.

"That might not have had anything to do with the severity of the case." The sweet-faced, elderly mother by the window regarded her kindly. "You did it for the best, so you should not blame yourself."

"I believe," she added, "that there is scarcely a mother living who does not worry and reproach herself daily for little lapses, mistakes in judgment, or one thing and another. We all do it at times, and so, my dears, it is the greatest comfort to us mothers to know that God overrules everything—even our mistakes. We have a deep responsibility, but there is Someone who has a deeper one than ours. Our children belong to him first. He watches over them and over us and he takes care of them and of us and overrules even our mistakes and is able to bring good out of everything if we only take our burdens to him in prayer, ask his guidance and help and then trust to him. We make mistakes, we poor, finite creatures, with only our human understanding. We are bound to make mistakes daily, but if we try to learn from them, and if we take them to our Heavenly Father and ask him to forgive us where we have been in the wrong and to make things right, as only he can, you may be sure he will."

"Then," she looked around encouragingly at the circle of mothers, "if you have tried to do the best you could, you have no cause to be anxious or to blame yourself. Just leave it all



in God's hands, and do the best you can in the present. A mother has anxieties and worries enough in her life without wasting a moment in useless regret and self-reproach after she has done the best she could."

She looked around, with her peaceful, reassuring smile, on the group of young mothers, their faces brightened, their hearts lighter, for they did want to be good mothers, only—like all of us—they sometimes made mistakes.

## Fuel for the Home Fires

By REV. A. C. THOMPSON

Tamaqua, Pa.

"Keep The Home Fires Burning" has caught the heart of America. Those simple and beautiful lines have crystallized the feeling of the home as the lads have gone away, and the soul's deepest thoughts on the part of those who have set their face toward the battle lines. Their last thought as the farewell glance says "Good bye" to the place of boyhood's life is of the home fires. Their dreams far away in the tents, in the trenches and hospitals, are of the home. And like a prayer from their own lips the song arises, asking all those whom they have left behind—as home guards—to keep the home fires burning.

The poet struck the truest note of the home when he wrote the first line of the chorus, "Keep the Home Fires burning."

What a picture of home! The fires have always been the center of the family circle. When the smoke went curling from the wigwam of the Indian, there was within that shelter the group about the coals of fire.

It has always been so. I can remember well the great fireplace in the old parsonage down in Virginia, where the oak and hickory chunks blazed and sputtered and sent their lightening glances over the room, and filled the chimney with constellations of flying sparks as the flames leaped and danced. It was the center and life of the house; and the family circle gathered round it while the weird and moaning winds swept over the fields and through the trees and round the house. Beautiful home fires, so full of cheer and comfort, so full of rest and refreshing!

In the newer home, we see the fire burning—still in the midst of the circle—as the coals glow through the isin-glass heater doors of this later day. An evening around the stove with its cheerful warmth is to every heart a picture of home. We have lost something through the introduction of the register—which has been dubbed "the hot air hole"—sometimes selfishly monopolized by a straddling youngster; or the radiator which may radiate heat but not sociability. There is something poetically real about the "home fires"; may they be kept burning.

Looking to the home fires and realizing as parents their worth, we need to provide fuel for the home fires. What are some of the things that have kindled those fires, and what is it

keeps them burning? What will preserve that for which the hearts of the lads away are yearning? What will keep up the home fires till the boys come home?

I. We will have, from the viewpoint of the Parent-Teacher Association, sympathy between parents and the children.

There needs to be in the home that is to last the warmth of sympathy. Home fires do not live long where this is lost. They glow and glow and glow where it feeds the flame.

Have you thought how vitally affected at this point is the home circle when the child is taken to school? Heretofore the parent has had all advantage. In the years of infancy, all the thoughts of the little one were somehow gathered from the heart of the parent. The language he speaks, the words he uses are those he learned in the home. The child has been molded by the parents to their own likeness in ways infinitely numerous and deep.

The home and parents' influence are put to test when the child is led to school. It is not without reason, and is with clear apprehension of what is liable to come, that the mother weeps as she has left the school room that first day; for she stands beside the grave of her supreme place in the life of the child.

Pretty soon the mother is at a disadvantage. The boy is learning new and interesting things; for instance, how to read, but without knowing the alphabet. To the child, the lessons are a game of joy. But the mother, taught under the old way, cannot understand the method; and must tell the child so. He is discouraged and finds less response than anticipated to the pleasure of telling the parent all about what happened in school. He gets little help in the explanation of his difficulties. Then begins to open the little rift which may become a great impassable gulf. The parent ceases to be counsellor, because the mother cannot show sympathetic and helpful interest in his studies.

The days pass on and the young and pretty, fair-faced teacher, with the heart of a child, becomes the new ideal in the mind of the boy; and sometimes there comes to the heart of the mother a feeling of jealousy that is hard to conceal.

One way to add fuel to the home fires and to keep them glowing in undiminished, rather growing fervor, is to learn the method and the meaning thereof, of the lessons the child learns from the first days of school. Thereby the early ties can be kept unbroken, and the fires of heart-sympathy gleaming.

II. If an unbroken sympathy can give warmth to the home fires, a mutual understanding of the intellectual tasks and experiences of the school will give illuminating brightness to the burning home fires.

One of the happiest hours in every soldier's life in camp is when the box from home has arrived. With what anticipation it has been received! It is opened and the things that are placed there by mother are lifted out with an exultation beyond compare. Others may partake of the feast, but with every precious bit of cake or jam, one soldier's heart feeds upon his own home; and before his mind the family circle is present and not far away.

But this very fact of the supreme place of food as a representation of the home may carry with it the hint of a tragedy with reference to the home fires of many a home. Often the question as to what shall be sent to remind the boy of home must be answered only by food. Is it because the boy had found home alone a place for meals, his other interests being outside? Might it be that the home fires in that household were only kitchen fires? Is it possible that there was no deeper understanding of the boy and his interests beyond that of food.

The point here is that often the home fires have had no light for the mind of the growing boy. There has been no deep interest in the problems and discoveries that are meeting him day by day. The first discouragement of the parent with the school experiences of the little fellow at the beginning of the course has led to a helpless indifference on the part of the parent in regard to his advanced studies.

The real home fires burn for the growing youth when intellectual understanding and appreciation of his studies can be found in the home circle.

Parents are oftentimes at a disadvantage here. A father a few days ago said: "I dare not discuss the war in Europe with my fifteen-year-old boy. He knows more than I do. He can quote incidents in history that have bearing upon the struggle, of which I have never learned. To save my face, I do not discuss the subject with him." There something is lost. The home fire cannot burn as brightly as it might. Things of second importance have been put first, if in these days of books the father has not through the years been led to read and think on so vital a subject connected with the lad's studies. Fuel for the home fire with a glow the radiance of which would never fade from the mind of the son, is cast aside by refusal to converse on such a subject of interest.

Home fires should also be library fires, and the fuel thereof should be magazines and books on subjects of interest to the boy in connection with his studies. How much larger is that home which can join as a family circle about a common topic of intellectual interest, a new book, a fact of science, a principle of ethics, a point of history, than that whose fires serve only to heat the pot, the oven, and the pan. The homes which will answer the deepest yearning are those which through music, study, books, and reading, have been an illuminated house where the boy can live and grow in all his faculties. Keep these home fires burning for the boys at home and those that are far away.

III. Again, there must be kindled the fires of moral inspiration in our homes and these kept burning.

I wonder if every American lad's home is a source of moral inspiration when he is far away. In a large sense the courage of our soldier boys is a spirit born of the home. And back of every hero at the front is his realization of the fact that brave devotion to a great cause burns with undiminished glow in the hearts of the parents, brothers and sisters. While he fights for the Stars and Stripes, he knows that those valiant and holy colors burn with all their beauty over the portals of home. It is the duty of every home to keep the fires of courage burning.

To many a young man, the home fires burn with the inspiration of moral character. Their flames were kindled on the family altar. Like a beacon light on the mountains, like the brow of Sinai aflame with the law of God, is the burning of the home fires of devotion to the Highest.

Naught can ever blot from my life the strength which comes from the memory of those Ten Commandments which mother taught us on Sunday afternoons as we children sat on the floor about her, while father had gone to a distant town to preach. Those prayers of father and mother as we gathered in worship are answered in after years by strength for decision in questions of right or wrong conduct. Keep the altar fires of home burning till the boys come home.

Here is a story of moral inspiration of home. A young soldier was leaving the shelter of a christian home for the front. It was a home of high ideals and of a mother's love. Her heart was full of fears, not for his life, but for his soul amid the wild temptations of camp which stain the lives of men. They two stood in the kitchen, the mother's hands were upon the shoulders of her boy. She said: "My boy, you are my son. With prayer to God, and the guardian care of the fullest love for you, I have—with your noble father—seen you grow to manhood straight and clean. I look into your eyes and see your soul. My son, I would rather see you dead than stained by sin and dishonor. Keep yourself clean. When you return—and may God return you to me—I will stand with you here as now, I will look into your eyes and you into mine and I shall

know. Good bye, my son." With a kiss, he said farewell.

"Keep the home fires burning,  
While your hearts are yearning,  
Though your lads are far away

They dream of home;  
There's a silver lining  
Through the dark cloud shining,  
Turn the dark cloud inside out  
Till the boys come home."

### "Doing My Level Best"

The farm is twenty miles from town—just an ordinary everyday sort of place. You might not select it as the setting for one of the inspiring incidents of the war. The woman is a modest, unassuming sort of person, too, and doubtless she would be immeasurably astonished if it were suggested that much importance be attached to the war rôle she is playing. But, suppose we decide that for ourselves. Suppose—since everyone is asking these days, "What can I do to help win the war?"—that we take a trip to the little twenty-mile-from-town farm and find out what one woman has done and is doing.

She is one of these kind-faced, gentle, motherly persons, and the advancing years have whitened her hair and diminished her vigor—but not her determination. Before the war she lived in ease and comfort in a large city, very far from this western state. For, although her girlhood and young womanhood had been spent on a farm where she had been born, her circumstances had afterwards changed entirely. The farm became a dream of the long ago. And the years passed, and apparently they held for her only a peaceful approach of old age amid a well-ordered existence of undisturbed serenity.

Then came the war. It changed her—as it changed everything. It touched her life—as it touched every life. She wondered what she could do. She heard the Government's call for increased food production as a war necessity, and she heard of the shortage of farm labor. She appraised her own abilities. She knew that the things she could do best were the things it is necessary for a woman to do on a farm. She remembered the bygone years when she had been reckoned without an equal in her county as a farm home manager. Without the stimulus of the war, she would have quailed at undertaking again such strenuous and exacting duties. But, under the inspiration of the new order of things her course seemed so clear, so obviously the only thing to do, that she debated the matter not at all. She simply bought a railroad ticket and telegraphed John and Mary that she was coming.

John and Mary—her daughter and son-in-law—lived on the little twenty-mile-from-town farm. They had written that some of the farm help had been lost, because of the war, and that they were sore pressed to secure labor and maintain the maximum production of the place—the production that must be maintained and increased if we win this war. She was thinking of that

necessity—this kindly, gray-haired woman—when John met her at the lonely little station, and as they drove out to the twenty-mile-from-town farm; the farm where she has been since that day, and where she is now, working in the kitchen, preparing meals for the hands, relieving Mary of many household duties—increasing the farm's efficiency in many ways.

#### A LETTER TO THE SECRETARY

And this is how the United States Department of Agriculture happened to learn of the matter. One day she read in the News Letter, which is sent out weekly by the department, something that pleased her especially. So she wrote a letter to the Secretary, expressing her appreciation of that article, and of all the News Letters in general. Which was very gratifying—but which was not the thing that gave the Secretary the greatest satisfaction. For her letter was made notable by its last lines—lines of sheer simplicity, added rather as an afterthought, it seemed—and incidental and unstudied expression that sums up in a sentence the war program that each of us must adopt—if we haven't already.

"I am going to be here as long as I am so much needed," she wrote. "It is fine to cook for hungry men, and I feel that perhaps I may be able, in a small way, to help solve the labor problem. At any rate, I know what farm life is, and I also know that an industrious farmer deserves the best. . . . We are going to wash clothes to-day, and this evening there is a pig to be cut up, lard to be rendered, and sausage to be made. . . . I am doing my level best to try to help everybody."

That was the letter that came from the little farm, twenty miles from town, written to the Secretary of Agriculture by a woman of elderly years who had left her comfortable, unburdened city home and sought the severities of a service where she "might be able in a small way to help solve the farm-labor problem."

"I am doing my level best," she said.

Are you doing as much?

We must ask ourselves that question—and answer it. The nation is just you, and you, and you—all of us. And unless each person does his and her level best the government can't solve the farm-labor problem, or any other war problem—or win the war.

### They Also Serve

He wears no medals on his breast  
Nor in crisp khaki is he dressed:  
He rises to no reveille  
Nor sails across the sullen sea;  
He merely works—works long and late,  
Then starts afresh each day at eight!

He has no governmental rank,  
He merely runs a little bank.  
His family has gone to France,  
His daughter drives an ambulance,  
His sons are fighting to be free  
On Flanders field—in Italy;  
His wife has had the training, so  
As special nurse she, too, must go;  
He speeds their going, pays their bills,  
For war or peace, for craze or frills.

With steady efforts he keeps trim  
By working Sundays at the gym,  
For well he knows he must stay fit  
To do his loyal, lonesome bit—

A prosy part, mere dull finance,  
While all the others get to France!

But when this war is fought and won,  
When stilled at last is every gun,  
When battered, crippled sons come home,  
Weary and spent, no more to roam,  
Or, quiet, lie beneath the grass  
That trembles as young lovers pass,  
Methinks some wise historian,  
Telling the tale as best he can,  
May write:

"Such Armies could not fail!

And in that hour we tipped the scale,  
Since wars, at last are always won,  
Not only by grenade and gun,  
But by each steadfast, plodding dad  
Who has the grit to give his lad,  
And who, at home, shames every shirk  
By vital, virile, tireless work!"

—Elizabeth Newport Hepburn, in New York Times.

### New Public Health Charts Available for Teachers

Education in personal hygiene by means which respond in every way to the needs of this ideographic age is offered in the new series of health charts just issued from the American Museum of Natural History, New York City, as originally prepared under the direction of Dr. C-E. A. Winslow, curator of its department of public health.

These charts are especially adaptable for schools where it may not be possible or desirable to use educational films, and may be easily transported.

The teachers of the public schools of the metropolis are so fortunate as to be able to obtain the loan of them without any expense.

The departments of public health and public education of the Museum five years ago prepared three series of public health charts for the use of schools of New York City. Each consisted of a folio of wall charts illustrated from original photographs and devoted to the following subjects: "The Spread and Prevention of Communicable Disease," "Insects as Carriers of Disease," and "Bacteria and Their Work in the World."

The demand for these in the schools was many times greater than the supply, and doubtless many teachers were discouraged in their efforts to obtain them. As a step toward meeting this demand the Museum has just issued a new edi-

tion of the set entitled, "The Spread and Prevention of Communicable Disease," in sufficient number, the institution hopes, to supply all the schools of the city.

On each is a large engraving delineating by scenes from life the mistakes of diet and bodily care which lead to human ills.

The charts are 22 x 28 inches each and each set consists of 15 charts on heavy paper, bound at top and bottom with tin, and suited in every way for hanging on the wall. Although each chart is clearly labeled the sets are accompanied by a booklet containing information which may be of service to teachers in talks on that important subject of physical well-being.

The delivery and collection of the charts is being attended to by the Museum. As with the circulating collection of natural history specimens, the loan period is three weeks.

Owing to the numerous requests from educational institutions outside of the city, arrangements have been made to offer a limited number of sets for the nominal price of \$6.00 each, express charges extra.

Educators both in New York and in other parts of the country, who desire further information regarding the new edition may obtain it by addressing George H. Sherwood, curator department of public education, American Museum of Natural History, New York City.



## The "B-a-d" Child

By HENRIETTE EUGENIE DELAMARE

"She's b-a-d," said the mother in an impressive whisper as she presented her child to the principal of the school.

"Bad!" explained the black-eyed little girl defiantly, "*she* says I'm bad." And for a time she certainly endeavored to live up to her reputation, which was no wonder, considering the way in which she had been "brought up." In point of fact the mother's remark had given me the key to the whole situation. The child felt that she was considered a hopeless case, so what was the good of trying to be anything but b-a-d?

My first and most urgent advice to parents or teachers of troublesome children is this: "Never, no *never* under any provocation whatever allow a child to feel that you consider it a naughty or troublesome one. Of course it may need reproof or punishing at times but never reprove until you can do it calmly, and, as soon as the punishment is over, make the child feel that the fault and consequent disgrace are a thing of the past and that, so far from being discouraged by them, he must determine on making up by extra good behavior for the rest of the day.

What is it that makes the reformatory and penitentiary such a dire misfortune? It is not the actual punishment inflicted for a stated time but the fact of being branded with perpetual disgrace in consequence of it. Many a man or woman who first sinned through sudden temptation and was arrested and imprisoned has become a hardened criminal later on because of the impossibility of finding work, receiving sympathy or having a chance to retrieve the past and take an honorable place in the world once more. This is all wrong and the same is true in the training of children.

Nothing is more sensitive than a child's heart, no one resents harshness or injustice more strongly, no one feels lack of confidence or sympathy more keenly. The so-called naughty child, the passionate, harum-scarum lad, or the sullen revengeful little one are often very loving ones at heart; they suffer keenly and with a little tact, firmness and gentleness might be trained into particularly fine, noble-hearted men or women. But once allow these children to labor under a bad reputation and the case is almost hopeless.

Be very gentle with such a child in his softened moods, speak to him of his faults but in a cheery, encouraging way, assuring him of your desire to help him to conquer them, telling him never to be despondent but after a slip to start afresh every day and several times a day if need be till he conquers himself. "My brethren, let us begin afresh every morning," said the founder of a great religious order who understood human nature. There is nothing so exhilarating, so

encouraging, so helpful as this feeling of starting afresh and turning over a new leaf with no blots or erasures upon it. Who has not experienced this?

Don't be foolishly indulgent, but if the child shows the slightest sign of effort or improvement, do not fail to notice and if need be *overpraise* him for it; if he offends reprove him, but without irritation, then add: "Never mind laddie, try again, you'll make good at last." Give him proof of your confidence in him; there is nothing that gives one such an uplift as to feel one is entrusted with something. It is often a good plan to confide to his care something which is in direct opposition to one of his prevailing faults. If he is dirty and untidy, give him charge of keeping things in order, if he's unpunctual, get him to give the signals for rising, meals, etc. Do not impose these tasks upon him as a punishment, but grant them as a proof of confidence in his ability to perform them. Appeal to his pride and his sense of honor and help him without making it too apparent.

I know of a so-called "bad" boy, very undisciplined and backward, who was sent, as a dire disgrace, to a rather strict preparatory school for *little* boys much younger than himself. Instead of punishing and humiliating him as the teacher had been expected to do, she immediately appointed him monitor, appealed to his sense of honor and asked him to *help* her keep discipline among the others and give them an uplift by his example. It was the turning point in his life, for he determined to be worthy of the trust placed in him and he finally succeeded.

Flattery is a bad thing in a general way, yet a slight dose of it occasionally works wonders with a troublesome child. I remember hearing my grandmother say of me: "She is a restless, difficult child to manage, but she has some great qualities. I have never known her to make mischief by repeating things from one to another and it is beautiful to see how perfectly free she is from any jealousy of her more attractive and more petted sister."

Now I *did* deserve the first praise, but I admit I'd often suffered from fierce jealousy at seeing the difference made between my sister and myself. But from that day forward I determined to be worthy of the undeserved praise I had overheard and I fought my jealousy and conquered it.

In point of fact, so-called naughty children are often those who have most in them. On reading the lives of great men, you will rarely find that they were particularly *good* in their childhood. The most arduous worker and discoverer has often been a lazy, apparently inattentive child, the fervent missionary, a fiery, impetuous little lad.

Patience and perseverance aided by a strong sense of duty and firm trust in God's help will enable us to accomplish almost anything and if only parents and teachers would practice these

four things in their training of children, believe me, there need be no more "b-a-d" children in any family.

### Department of Child Hygiene

This year the Department of Child Hygiene of the National Congress of Mothers and Parent-Teacher Associations will work for the protection of mothers and babies as a war measure. This year more than any we have passed through, calls for more intensive work for the consideration of problems of child welfare and child conservation.

A great amount of effort is being exerted throughout the country which is, necessarily, of a more or less indirect nature; but we have it in our power to do more effective educational work through parent-teacher associations, because of the exceptional opportunity of direct contact with every home and every child.

The plan of work as suggested by the national chairman of child hygiene, is summed up as follows:

First. If you have appointed no chairman of child hygiene for your state or local association, please appoint one. The duty of the state chairman will be to urge the appointment of a child hygiene chairman in every association or club in her state, assist them in every way possible to carry out the following instructions or suggestions, and have a complete list of such chairmen with addresses.

(a) Each president or child-hygiene chairman is asked to see that at least one meeting this year be given to the consideration of some phase of this subject.

(b) The department is issuing a series of leaflets for free distribution at association meetings. For such a meeting you may have a supply of these leaflets by sending to the Department of Child Hygiene, Home Education Division, Bureau of Education, Washington, D. C. Enclose postage at the rate of ten cents (10 cts.) per one hundred (100).

(c) The Child Hygiene Program on Leaflet No. 4 is full of possibilities and the state chairman is asked to have it carried out wherever practicable.

(d) The state chairman should encourage by example as well as by precept, coöperation with other health agencies in establishing health centers, for children; such as milk stations, baby clinics or conferences, clinics for children of pre-school age, prenatal and obstetrical care for expectant mothers, enforcement of birth registration laws, employment of public health and school nurses, dental clinics, and Baby-Saving Campaigns. Activity in any one or all of these

agencies will count toward the sum total of our future national welfare.

(e) The state chairman should ask from each of her subchairmen in the state an annual report to be sent to her before the last of June, 1918. This report should give the number of meetings at which the care of children or their health has been the subject of talks, papers or discussions and state such subjects; also the amount of educational literature on these topics which has been distributed and any special work done which may have contributed to the individual or the general health of the community.

Second. Each state chairman or state president is asked to send to the national chairman of child hygiene before September 1, a digest or condensed report of the work done in her state as gathered from the reports of her sub-chairman. This will give the information necessary to enable the national chairman to submit a report to the National Congress of Mothers and Parent-Teacher Associations which will not only prove the value of this great organization but cause us to be recognized as a most important factor and agency by the Children's Bureau at Washington, D. C., and by The American Association for the Study and Prevention of Infant Mortality, Baltimore, Md.

That we may place ourselves in line with the great movement for which the last-named organization stands, the national chairman recommends that all state branches of the Congress affiliate with it by the payment of the annual fee of five dollars (\$5.00). Many state branches have already done this, and it is necessary that more should do so, if our work is to receive the recognition it deserves, by those specialists who are the leaders in the study of this world problem of to-day, and if we are to benefit by their knowledge and practical experience.

If every association, club or circle belonging to the National Congress of Mothers and Parent-Teacher Associations will do its share of child-hygiene work this coming year it will be of the greatest importance in making effective our National Council of Defense in its efforts for child conservation.

Thanking you for all you may do in this great work, so important at this time, I am

Very truly yours,  
 LAURA C. WHITTEN,  
*National and State Chairman  
 of Child Hygiene*

## Kindergarten Activities Afford Profitable Home Amusement to Little Folks at Home

By MRS. ALICE WINGATE FRARY

The mother of small children who does not live within reach of a kindergarten need not feel compelled to deprive her little ones of the pleasures and benefits of systematic training. It is true that the stimulus of coöperative work and play, so vital a feature of the kindergarten, is not so apt to be found in the smaller group at home and is entirely lacking in the case of the only child. Nevertheless, many of the activities provided in kindergarten can be carried on not only by the small group but by the lonely child as well.

"Come let us live with our children!" is the old familiar Froebelian slogan. We might paraphrase it by saying, "Come, let us sing with our children!"

Why shouldn't children sing morning greetings to father and mother as well as to teacher? Even two-year-olds that I know can sing them and delight in doing so. The good morning songs to various members of the family, to the new day, to sun or clouds, sung while dressing, do much to create a sunny morning atmosphere. There are songs to accompany many of the home duties, besides a wealth of nature songs. At bedtime, the devotional spirit of the evening prayer may be enhanced by the singing of a child's hymn. Songs such as these can be found in "Games and Music of Froebel's Mother Play" and in other kindergarten song books. Any good library would have some of these, or it would be possible to buy copies through a bookstore.

A kindergarten calendar may easily be made at home. For this purpose a sheet of white cardboard is ruled off into a sufficient number of blank squares for the days of the month. The children mark the calendar each day with a suitable emblem. Yellow circles should be provided for sunny days and gray for cloudy. Tiny

umbrellas denote rain; a gray circle partly covered with white indicates snow. Advertisements furnish pictures for special occasions—a little church, a toy, a birthday cake, a Christmas tree, etc. The particular emblem is less important to the children than the pleasure they take in attending to the calendar regularly, and the fact that they are being helped to a realization of divisions of time. The card should be large enough to allow for a suitable picture for the month to be mounted outside of the ruled portion. Landseer's "Squirrel and Pair of Nutcrackers" may be used for the October sheet. Coreggio's "Holy Night" for December, Washington's or Lincoln's portrait for February.

Games train the senses at the same time that they afford keen pleasure. A mother can play many games with her child without interrupting her work. Dramatization is a wonderful stimulus to the imagination, and numberless stories lend themselves to this form of reproduction. "Barbara Fritchie" was enthusiastically played by the children of one kindergarten. A chair formed the patriot's house; she leaned over the back waving her flag solemnly; Stonewall led his army past; the dialogue was fervently spoken and the army marched on.

At one small boy's party, he and his father acted several Uncle Remus and "Just So" stories, to the delight of the guests. Of course, the spirited interpretation of a tale presupposes a close acquaintance with it.

The kindergarten, aiming as it does to relate the limited world of the small person to the larger world about him, to quicken his appreciation of parents and all world-workers, to deepen his wonder and reverence for natural phenomena, is much more than a mere place of amusement. The home can be made more than this also.

### Brief War Program of the Children's Bureau

The Children's Bureau in Washington, with Miss Julia Lathrop at its head, is planning to carry out the war program which is briefly stated here:

#### I. Public protection of maternity and infancy.

Essentials:

(a) Public-health nurses and suitable medical attention.

(b) The care of babies by their own mothers under decent home conditions.

#### II. Mothers' care for older children.

Essentials:

(a) Adequate living incomes.

(b) Family allowances for soldiers' families; mothers' pensions for civilians.

(c) Special provision for extraordinary needs, so far as required to enable mothers of older children to afford the home comfort and protection which are the best safeguard against delinquency.

III. Enforcement of all child-labor laws and full schooling for all children of school age. Standards should be maintained in spite of war pressure.

IV. Recreation for children and youth, abundant, decent, protected from any form of exploitation.

**IMPORTANT NOTICES**

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is **WORK DONE, OR NEW WORK PLANNED**. Communications must be written with ink or typewritten.

The **CHILD-WELFARE MAGAZINE** offers to every **NEW** circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to **CHILD-WELFARE MAGAZINE** should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

## **PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR MARCH**

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

**FIRST TOPIC**—President's Desk—The Education that Made the War.

**SECOND TOPIC** (To be assigned to another member).

What Parent-Teacher Associations in other States are Doing.

**THIRD TOPIC** (To be assigned to third member).

Current Events Concerning Child Welfare.

May be Local, State, National or International.

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 910 Loan & Trust Building, Washington, D. C.



## State News

Arizona, California, Connecticut, Georgia, New Jersey, Ohio, Rhode Island, Tennessee, Texas, Argentina, South America.

### ARIZONA

At the annual meeting of Creighton Parent-Teacher Association in May it was decided to meet once in two weeks for sewing and Red Cross work, after our regular meetings were discontinued, through July and August. We carried out this plan until our materials were used, then had a vacation until our first regular meeting in September. We then arranged for an all-day sewing meeting each month at the schoolhouse, with a business meeting and short program in the afternoon, also one afternoon for sewing each month at the home of some member. The meetings for the most part have been well attended, and when one considers that all the members are busy ranch women the results are quite satisfactory. The following articles have been made by members of the association, or interested parties living in Creighton district: Six surgical aprons, seven bath robes, sixty pajamas, one hundred bed shirts, and one hundred bandages. We have a few members who knit, and this winter they have made four sleeveless sweaters, twelve pairs of socks and four mufflers, and now are knitting sweaters and wristlets. This is one way in which we are doing our bit.

### CALIFORNIA

#### SIXTH DISTRICT CALIFORNIA CONGRESS OF MOTHERS

On February 9, 1916, a new district was evolved from the San Jose Council of Mothers, namely: the Sixth District of the California Congress of Mothers, organized by Mrs. Rowell, state president. Mrs. M. D. Simons was elected president—twenty-two clubs represented.

The first annual convention was held April 25, 1917, in San Jose.

A year book, compiled by Mrs. H. J. Ewing, first vice-president of the State Congress, has been published.

An Advisory Board, representing home and school, and consisting of the principal of the San Jose High School, the County and City Superintendents of Schools, and three past presidents of the former Council of Mothers, gives advice and help in the solution of questions of general interest.

The District held an all-day meeting, with basket luncheon, in San Jose High-School Cafeteria in January. Reports of officers, chairmen and committees showed great activity in all departments. A question box was the special feature of the afternoon; much valuable information and exchange of ideas was gained through it. A committee was appointed to arrange for raising money to pay the ten cents per capita

toward establishing a National Endowment Fund.

The county free library system has been established in rural schools, purchase of playground apparatus, Victrolas, mimeographs, Balopticans, drinking fountains, installation of electric lights, planting of trees, and maintenance of hot lunches are some of the results of the effort of local associations.

The coöperation between the district philanthropy chairmen and local chairmen has been instrumental in keeping scores of children in school, who otherwise could not have attended for lack of clothing.

All schools have splendid programs and try to plan them for the benefit of both parents and teachers.

Speakers are always available from Stanford University, the University of California and the State Normal at San Jose. The district chairman of education, Mrs. Osenbaugh, furnishes speakers when requested to do so by local clubs.

The Mountain View Parent-Teacher Association in conjunction with Sunnyvale and the Cupertino Union district (rural) are considering the advisability of employing a school nurse; there are about 1,200 school children in the three districts.

"The Students' Welfare League" of the San Jose High School, sometimes called "The Fathers' Club" is composed of the men of the community who are interested in the students and the work of the High School, and who have demonstrated this interest in many practical ways. A committee from this club, in coöperation with a committee from the Parent-Teacher Association of the High School, planned an entertainment, the proceeds from which were put into a fund to help any High School student who might be in temporary financial need.

There is a well-sustained and growing interest in the work of the Parent-Teacher Associations in our district which promises well for the future welfare and growth of the work.

War work is being done in most of the Parent-Teacher Associations. Practical demonstration of the preparation of foods, meat substitutes, and use of coarse flours has been given by the Food committees. Red Cross Patriotic Leagues and Junior Red Cross have been formed. Children are encouraged to plant and raise crops on vacant lots.

### CONNECTICUT

#### EXTRACTS FROM PRESIDENT'S BULLETIN

The home and the school are the edifices to which our Congress is dedicated, but they both crumble unless the state is safe and strong. Our government is fighting for the principles upon which it rests, and possibly in the end, for its very existence. Every mother, therefore, should put her whole life and strength into helping her

country. The same is true of every club. This does *not* mean the stoppage of Red Cross work, relief work, or any other work you are now doing. It merely means team work. In towns having War Bureaus, the Red Cross organization is a part of the Bureau.

**War Savings Stamps.**—An immediate way by which you can help is by volunteering, at once, either as an organization or individually, in the Thrift Stamp Campaign. It needs canvassers to sell the stamps, and people to explain them and popularize the movement. This not only means much to the war, but it means everything to the home. The family must learn thrift—otherwise its course is bound for sorrow and disaster. This campaign is under the general directorship in Connecticut of Mr. Howell Cheney, Room 48, State Capitol, Hartford.

**Liberty Loan.**—When the next Liberty Loan campaign opens, pursue a like course with respect to it. The thrift stamps are for children and persons of slender income. The Liberty Loans are for everybody.

**Reports.**—We are not working for honor or glory, but it is wholesome and right that we know what we are doing. You will, therefore, find enclosed a blank to be filled out reporting your plan of organization in the Thrift Stamp Campaign. Later you will receive another blank asking a report of results. A like plan will be pursued with respect to the next Liberty Loan campaign.

The annual convention of the Connecticut Congress of Mothers will be held at New Haven, headquarters Center Church Parish House, on May 9 and 10, 1918. You are urged to send your full quota of delegates (see Hand Book for representation).

Enclosed you will find some blank sheets of paper. Please use as many of them as are needed for preparing *duplicate lists* of (a) Club Officers, (b) date of expiration of term of office of each, (c) List of your members, with their addresses. The State Council of Defense desires such a list; also the National Congress of Mothers. One of these lists is to be returned to the President of the State Congress, and the other to Mrs. H. M. Barnard, Rocky Hill.

On the remaining sheets please have *type-written* your report for the Annual Meeting of the State Congress. This is necessary for uniformity in filing.

Please do not use the *reverse side* of the sheets.

If clubs are unable to send a delegate to the Convention, it is earnestly requested that the reports be mailed to Mrs. E. M. Dexter, 117 Edgewood Street, Hartford.

Mrs. S. Wales Dixon, Chairman, Membership, reported splendid results for the membership drive to win the state gavel. Remember this is on a percentage basis and aim to win!

Mrs. T. J. Spencer, Chairman, Speakers Exchange, announced that the Speakers Committee of the Committee on Women's Activities

of the State Council of Defense have offered our organization the privilege of calling on any of their one hundred women speakers on war subjects. These speakers reside in all parts of the state, and will answer a call for their expenses. Mrs. Spencer can undoubtedly send you some one from a neighboring town. Among these speakers are women able to address audiences in Polish, Italian and French.

## GEORGIA

A very attractive year book has been published by the Central Council of Parent-Teacher Associations of Augusta, of which Mrs. James M. Savitz is President. Lists of Associations, Constitution and By-laws, names of national officers and managers and names of teachers in the county are included. The following poem by Mrs. Savitz gives appreciation of the extended influence and purpose of the Congress of Mothers:

### THE MOTHER'S CONGRESS

"The hand that rocks the cradle rules the world."  
This thought still lives and like a flag unfurled,  
It waves and beckons from on high;  
Cheers, comforts, stimulates, none will deny.  
Within the little baby flower there is a tiny germ,  
Its function is to multiply, all records this confirm.  
And day by day and year by year, the fruitful  
germ expands,  
Until a garden full of flowers has bloomed in  
many lands.  
So in a mother's faithful heart there came a germ  
of love,  
Its purpose was to mitigate, the thought came  
from above.

And by this virgin love so true a strong and endless  
chain soon grew  
Which, linked together by hearts of gold,  
Should bring each child within its fold,  
That in their lives they might express  
Their Maker's image and thus confess  
Their life of trust and usefulness;  
And by His truth and love and grace  
Be kept and nurtured for life's brief space.

The Mothers' Congress, how great, how grand,  
Above all others its precepts stand,  
United in a royal cause,  
Sustained and kept by human laws;  
Yet onward ever, and reaching far,  
Triumphant reigns a guiding star.

## NEW JERSEY

MESSAGE FROM MRS. WELLINGTON BECHTEL,  
PRESIDENT

The Conference of Summer School and New Jersey Congress will be held July 18 and 19, in

Ocean City. It is very important that at least two delegates be appointed to attend these meetings. Headquarters for Officers and Delegates to this Conference will be announced in June. The Congress recommends the coöperation of Parent-Teacher Associations with the Junior Red Cross work in the Schools, especially in rural districts.

Special attention was called to Child-Welfare Day, this February, as it is the twenty-first Birthday Anniversary of the National Congress. The New Jersey Branch is called upon to send a gift, as an expression of loyalty to Mother work. This fund is to establish Headquarters in Washington, a "Mothers' Building," to be used as a Service Club for enlisted men of the Army and Navy during the War.

From the cordial spirit shown in the wonderful response to the Ambulance Fund, I am confident the Congress members will gladly contribute, at least 10 cents per capita, to this Patriotic Birthday Gift, to the National Congress of Mothers and Parent-Teacher Associations.

### OHIO

Mrs. J. Willetts Sawyer, President of Ohio Congress of Mothers, sent out a letter urging every association to take at least one copy of CHILD-WELFARE MAGAZINE.

There are 42 Associations in Columbus against nine last year. Dayton Parent-Teacher Associations have joined the Congress. Dr. Josephine Pierce, State Child Hygiene Chairman, is urging all Parent-Teacher Associations to work for birth registration as a war measure.

### THE FEDERATION OF MOTHER'S CLUBS OF CINCINNATI AND VICINITY

This organization, with 103 affiliated clubs from Cincinnati and surrounding territory, including over 6,000 members, has become, in the twenty-odd years of its development, an educational medium for both rural and town communities that is, in many instances, the opening door to a wider civic interest. Under the general head "Mothers' Clubs," there are four different groups that have a common regard for child welfare and civic problems: (1) The Kindergarten Mothers' Club, (2) The Parent-Teachers' Association, (3) The Church Mothers' Club, and (4) The Settlement Group.

In order to carry on the business of such a large organization methods of work and constructive aims are discussed each month in a Council meeting composed of two representatives from each club and the Board of Directors of the Federation. This meeting is in the nature of a clearing house for experiments and plans that have been tested by the clubs. Here are brought the successes and failures of separate groups for the benefit of the rest of the Federation. Here suggestions are offered as solutions for the many problems that confront us. Some time is spent

in discussing the program of the next club meeting. A new but important development of this council meeting is the Leaders' Class, conducted for the intensive training, both parliamentary and executive, of women who are called upon to lead the groups in various capacities. The more or less uniform program defined by the Council is carried back to the clubs, and the results from this coöperative practice are exceedingly gratifying and worthwhile.

The Child-Welfare work has taken on a specific form this year, since many clubs work through one member appointed to report, with the assistance of the Juvenile Protective Association, the particular violation of the Juvenile Code in her community. The Federation provides lecture courses by specialists for the use of the clubs. This year prominent physicians have spoken before the groups on different aspects of social hygiene. The ever-present need for War Gardens has been constantly stressed. One club last year took over three acres of potatoes for cultivation, and distributed the crop in winter to needy families. School Gardens are encouraged and in many cases financed by the clubs. Food Conservation holds a merited place on our programs, and a quantity of tested recipes by the mothers has been circulated among the clubs. A group of five of our best physicians are reviewing the health maintenance problem before them. Knitting and sewing for the Red Cross has in many clubs taken the place of the social hour. But the paramount study, perhaps, with the women, is educational. They find that the school is the one place they wish to know well. It is a recognized fact in educational circles that the mothers' clubs have come to mean much for the maintenance of Cincinnati's admirable school system. This has been evidenced by the approval of the citizens on every school-bond issue recently submitted to them. There has been a growing feeling among the parents of school children for a more intimate understanding of the educational methods, and a greater reluctance to censure on insufficient evidence. At a recent election for members of the Board of Education in our city the Federation played an important part in electing three out of four thoroughly qualified and progressive men to office. Although an independent organization with no political opinions except those that touch the well-being of childhood, we count it a privilege to work harmoniously with the Board of Education, especially in the interest of such efforts as the Bond Issue Campaign in the schools. We were privileged to indorse whatever ticket we chose, in the election, but we made it our aim, in addition, to urge all the women to vote, either on the ticket approved by the Federation, or another. While we cannot claim a very large increase in the number of women exerting their right of franchise, we are assured that all were influential in aiding the men to vote with deliberation and careful consideration on

this matter of such great importance to us all. Whatever may be said of the political methods of municipal administration in other city matters, we may well be proud of the fact that we have never voted down a bond issue intended specifically to develop our children.

Very largely through the influence of mothers' club work, and the setting of civic standards that facilitate juvenile welfare and education the trend of thought is gradually turning toward the simple dictum that the wealth of our nation rests not in its mines and vast quantities of rolling stock, but in its childhood and youth. We are learning through this great work that to those who are earnestly devoting their time and energy in investing this most precious part of our lives for us we owe a greater security than indifference.

### RHODE ISLAND

The Rhode Island Congress midwinter meeting had the pleasure of an address on *How to Dress Our Girls* by Mrs. B. F. Langworthy, of Chicago. "Teach them to dress suitably and to realize that the dress suitable for one occasion may not be right for another. Let their training be such that they will come to feel that to be well dressed is to be suitably dressed." The address was replete with suggestions as to training girls how to dress suitably. A reception and Hoover Tea followed, at which all former presidents of the Rhode Island Congress were hostesses with Mrs. James Cheesman President.

The Congress is urging the establishment of a Department of Child Hygiene in the State Board of Health, the passage of a Mother's Pension bill and the ratification of the Prohibition amendment.

A Round Table Discussion of Children's Entertainments engaged the attention of the Board of Managers at their last meeting. Comparisons of to-day's entertainments of children with those of earlier times were made.

### WAR WORK IN RHODE ISLAND

The Congress is credited with sale of 8,865 Red Cross Seals and with securing 1,524 members for the Red Cross.

### TENNESSEE

Mrs. T. F. Kelley, President Central Council of Parent-Teacher Associations at Memphis, announces a prize of five dollars in gold to the school securing the most vacant lots for gardening. Plows have been donated.

Mrs. W. C. Johnson has given the Parent-Teacher Associations twenty acres of farm land for cultivation by school girls. The Farm Bureau has offered Memphis a tract of land for cultivation at the Experiment College.

Mrs. Alex Irvine, President of Nashville Central Council, has successfully cooperated with

Y. W. C. A. in the movement to establish hostess houses at the Army Camps.

The Tennessee Congress cooperates with all war activities and is now selling War Savings Stamps for thrift and patriotism.

### TEXAS

#### REPORT OF MRS. FRANK BUCHNER, STATE CHAIRMAN

The 35th Legislature of Texas passed some important measures for home and child welfare—among them of vital interest to the Congress of Mothers' in their work are the following:

The Kindergarten Bill, framed by our beloved departed State Chairman, Mrs. Geo. W. Steere, of Ft. Worth. It provides that school trustees must establish a kindergarten in any school district, when petitioned to do so by the parents or guardians of 25 children from five to seven years living in the school district, and this petition must be presented between June 1 and August 1.

The Mother's Pension Law provides in its amended form that widowed mothers shall receive a monthly allowance from County Commissioners' Court. Applicants must have resided in Texas five years. The pension for one child shall not exceed \$12.00 per month, \$18.00 for two children, and \$4.00 for each additional child; no child shall be over sixteen years. If the mother or guardian fails in her duty as administrator the pension may be withdrawn or otherwise administered. The County Commissioners' Court is the investigating and administrative board.

Vital Statistics, framed by Dr. W. A. Davis, Registrar and Secretary of the State Board of Health, provides for the proper registration of all children born in the State of Texas, by physicians, midwives, parents or guardians or whoever may be in the house where the child is born and if there is no one but the mother, then the owner of the premises must report the birth within five days after birth, the sex, color, whether legitimate or illegitimate, name of father and mother, nationality of and age each, together with place of birth duly signed by the proper parties and filed with the county clerk, if in the county, or city clerk, if in a city or town.

The Child Labor Law as amended provides that no child under fifteen (15) may be permitted to labor in or about a factory, mill, workshop, laundry, theatre or place of amusement.

No child under seventeen (17) can be employed in a brewery, distillery or place where intoxicating liquors are kept or manufactured. It shall also be unlawful to send a child under seventeen years to a house of ill repute, whether or not he is employed as a messenger. The employer is required to ascertain first whether the house to which he is sending the child is a house of ill repute. A fine of \$25.00 to \$200.00, or imprisonment not to exceed sixty days in the county jail,



or imprisonment and fine both, are imposed if a child under fifteen years is made to work or to be on duty more than ten hours a day or forty-eight hours a week. A child of twelve years will be permitted to work in places not prohibited by the law, provided his mother is dependent on him for support and he can read and write English and is physically capable of doing the work, and further, that an employer of a child of twelve years first obtain a permit from the county judge, and that the mother of such a child consents to the child working.

School children of any age may work from June 1 to September 1 of each year, except that they shall not be permitted to work in factories, mills, theaters, moving-picture shows and other places of amusement. Nothing in the Act shall be construed as prohibiting the employment by any person, of nurses, maids, yard servants or others for private homes and families, regardless of their ages.

The law has been in effect since June 19, 1917. It is the duty of mothers' clubs and parent-teacher associations to be on the alert, that this duty be referred to a special outlook committee, to give children the protection legally theirs.

Not least in importance is the amendment to the "Married woman's property rights" law defining separate and community property of husband and wife, conferring on the wife the power to make contracts, authorizing suits on such contracts, giving the wife control of her separate properties, placing limitations upon such control, giving her control over the rents from her separate real estate, interest on bonds and notes, and dividends on stocks owned by her, and over her personal earnings, exempting the same from debts contracted by the husband, providing that the joinder of the husband shall be necessary to a conveyance or encumbrance of the wife's lands, bonds or stocks, except that upon order of the District Court she may convey the same without the joinder of her husband, repealing Art. 4625, Title 28, chapter 3, of the revised Statutes of 1918, and all other laws or parts of laws in conflict herewith, providing that when the husband shall have permanently abandoned the wife, or shall be insane, she may upon order of the District Court, encumber, transfer, or convey her separate real estate, bonds and stocks, without the joinder of her husband, whether such real estate be occupied and claimed by her as a homestead or otherwise.

One thing very prominent in this Act is that the husband is liable for debts contracted by the wife only for the necessities furnished herself and children, unless the husband joins in the execution of the contract.

Then there was also an amendment to the law providing a State Training School upon the cottage plan for dependent and delinquent girls, etc., making it an offense to persuade, coerce or employ any inmate of such institution or any home selected by the authorities thereof for

any girl committed to such an institution or home and making it an offense to aid, advise, encourage or furnish means for any female to escape from said institution, or to aid or facilitate such escape, or to hide or conceal any inmate after she has escaped, and provides for punishment thereof.

The Widowed Mothers' Pension Act is weak in its provisions, but it has served an educational purpose, a preparatory step towards a measure with an investigating and administrative board that because of this special duty can render more effective, more painstaking service than can county commissioners with their varied responsibilities.

The Congress with other social welfare workers and organizations should strive for a perfecting of the measure by the 36th Legislature.

## ARGENTINA, SOUTH AMERICA

By MRS. ABEL DE RENARD

The Baby Week held by the "Club de Madres" from the 18th to the 24th of November has proven quite a success. The interest it has awakened allows us to hope that it shall remain as a permanent institution.

Much propaganda work was done several months beforehand, while the committee worked earnestly, gathering material and all kinds of information related to the movement.

In August a first-bulletin was issued, explaining the aims and purposes of the Baby Week, giving the statistical data of infantile mortality in Buenos Aires, and inviting everybody to join the work. Doctors were especially requested to unite their efforts. Normal and public schools were asked to cooperate in every possible way.

Everybody responded most heartily, and beyond all expectations. Thus it has been possible to keep six consulting rooms scattered in the city, all situated in the most crowded and poor districts. Thirty physicians, helped by trained nurses, high-school and normal-school students gave advice to the mothers of over 1,800 babies. These were all carefully examined, and a file has been kept for every one of them, with the purpose of following their growth through the year. Several doctors have offered to give medical care to these children, whenever needed, entirely free of charge.

During the Baby Week 600 liters of milk, donated by "La Vascongad," were distributed daily.

1,300 infant outfits, made by the girls of the public schools, were distributed among the poor mothers. Also 200,000 leaflets were distributed, as to the proper care that should be given to babies.

The exhibition, established in a large building, aroused much interest, and has surely done a great deal of good. At the entrance a collection

of large photographs, taken from life under the able direction of Mrs. E. Nelson, showed the appalling need of such a movement.

The Board of Health (Asistencia Publica de la Capital), made a display of the different services that are maintained in order to protect the public health. Several important concerns exhibited their special goods in very attractive ways.

The girls of the "Liceo Nacional de Señoritas" gave several practical demonstrations of the proper care of infants. Different styles of small nurseries and playrooms, neatly arranged, showed how the home can be made attractive with little cost.

A series of graphic demonstrations, prepared by Mr. Ernest Nelson, after the system followed by the Home Education Division, U. S. Bureau of Education, attracted much attention for the valuable information they contain.

Several interesting papers, dealing with different problems of Child Hygiene, were read by several ladies and gentlemen who gallantly offered themselves to do it. We may name Dra. A. Moreau, Dra. S. Kaminsky, Dr. Enrique Bordoto, Dra. Virginia Peradotto, Dr. J. M. Passicot, Dr. N. Lozano, and Dr. A. Villafañe Tapia.

A second bulletin was issued shortly before the beginning of the week; it gave the names of the

many people and commercial firms who joined the work. The third bulletin is being prepared and will give all the material that is considered helpful to young mothers.

Three hundred mothers, with their children, made an excursion to the Zoo. The Zoo has an immense number and variety of animals, and is considered the best in all America; it was a source of endless amusement to these poor people, most of whom had never seen it.

The "Club de Madres" Committee, formed by Mrs. E. L. Nelson, Mrs. E. C. Ruiz Moreno, Mrs. M. L. Birabén, Mrs. C. G. Bozetti, Mrs. A. V. Alvarez, Mrs. M. G. Malespina, Mrs. C. S. Costas, Mrs. M. M. Togneri, Mrs. A. C. Renauld, Miss Emma Day, Miss Rosa Montana, and Miss Henrietta Livardié, was helped in its work by a Committee of Gentlemen, formed by: Dr. G. Araoz Alfaro, Dr. G. Sisto, Dr. O. Rodriguez Sarráchaga, Mr. Henry Nelson, Mr. Roul Alvarez, Mr. E. Ewing, Mr. A. Moura, Mr. M. Lopez Liniers and Mr. Ernesto Nelson.

Much credit is to be given to the president of the "Club de Madres," Mrs. Nelson, as well as to its secretary, Mrs. Birabén, who has been always the very soul of the association.

The enthusiasm shown during this first Baby Week held at Buenos Aires has drawn forth a promise of an even larger display for next year.

## Teaching the Boys

By PROF. P. G. HOLDEN

Director, Agricultural Extension Department, International Harvester Company

Some people think it is a hard job to milk cows and care for stock. Down near Bloomington, McLean County, Illinois, one time, I saw a man walking along briskly, with a spring in his step as though he was going somewhere and had no time to lose.

"Do you know where that fellow grew up?" I said to a friend who was with me.

"No," he answered.

"He grew up in a dairy region," I remarked.

"How do you know that?"

"Look at the way he is going down that field. He is moving along as though he was after a pig in the garden or a calf in the corn—he has energy." Later I was told that this man spent the most of his life on a dairy farm and was then, and is to-day, a prosperous McLean County farmer.

The boy who measures his wits against a calf's wits is going to be some man when he grows up.

We should be proud to live on a farm, and bring up our boys there. Three fourths of the boys who go to town would have amounted to more if they had stayed on the farm and attended

to business. After they get on a starched collar and cuffs, the "checkered shirt" isn't good enough for them. They get a notion that they are too nice to work. The worst thing in the world to say to the boy is: "Go and get an education so you won't have to work as your pa has had to all his life." Our boys should be taught to do more of the common, practical things in life. The boy in the country is not unfortunate. He can have just as good an education as the boy who lives in the city. Our schools, in the future, will teach in terms of the lives of people—in terms of the lives of boys. The boy will know quack grass and dodder and alfalfa, and sour soil, and be able to test cow's milk. Give your boy a pig or a calf. Make him a partner in the business and he will love his work on the farm and not try to get away from it.

It is not a hard job to milk cows and care for stock if we take an interest in our work and get our heads in the game. We will find that all work is drudgery unless we like it, put the best we have into it, and use intelligence.

### Why Boys Go Wrong

The importance of guarding the period of childhood from impurity of thought and act cannot be overestimated; yet how many parents are taking advantage of their wonderful privilege to lay the foundation for a life of purity and self-control?

Only four parents out of every one hundred.

This is not a guess; it is a statement of fact.

It is one of the many valuable facts gathered by Dr. M. J. Exner, of the Young Men's Christian Association, through a series of questions sent out to 948 college students. From their answers we now *know* what formerly we could only surmise.

Of all the residents of a community, the parents who send their boys to college are naturally looked upon as the most enlightened. We would therefore expect that they would be most awake to their sons' need of special instruction in matters pertaining to sex. Yet from this study we learn that 96 per cent. of these wide-awake persons shirked their great responsibility and failed to protect their sons through right instruction given *in time*.

Not that they were entirely oblivious to their sons' needs in this direction. Twenty-two per cent. of them gave their sons some teaching, and the lads also received help from literature

and lectures, and in high school and college. All but four per cent. of the wholesome teaching, however, *came after they had reached the age of puberty*.

And what had they been doing all this time? Sitting around in glass cases waiting to be enlightened?

Ah, no! Boys don't grow up in that way, nor will the forces of evil show that consideration of their youth and innocence which has acted as such a check you the activities of the parents.

Ninety-one per cent. of these boys received their first striking impressions about sex from unworthy sources, and in all but four per cent. of these cases, *before the age of puberty*. Sixty-three per cent. of them received their first knowledge before their eleventh year, while the average age at which the first permanent impressions were received was *nine and a half years*.

Think of that, you parents who consider your boys too young and too innocent for you even to answer the questions they ask you! Your false modesty is holding you back and turning your boys over to influences that will mar their thought and life for all time.

—From "How Can Boys Go Right?" by A Former Member of the Committee of Twelve of New York City in *June Physical Culture*

### Mothers' Army and Navy Camp Work—in San Francisco

To Mrs. Denis O'Sullivan is San Francisco mainly indebted for the "open-house" scheme that is arranged as a welcome to the men who are working so assiduously that they may be able to serve their country in the best possible way. Mrs. O'Sullivan's home for many years, until the last few months, has been in London, and there her "open-house" gatherings, held weekly, were famed for their interest and for the pleasure that they occasioned. On finding, within a few months of her arrival here, that the training camp called for the same kind of hospitality, she interested a number of other women in the scheme, which they have adopted with enthusiasm. A feature of the "open-house" arrangement is that each hostess will entertain at four receptions over the week-end, one on each afternoon and each evening of Saturday and Sunday.

"To all members, candidates and officers of the officers' reserve training camp:

"The open house committee having been formed with the idea of asking you to honor them

with your company whenever and as often as it pleases you, particularly those of you who are strangers in San Francisco, hope that you will accept their invitations as follows: Every Saturday afternoon from 2 to 5, every Saturday evening from 7 to 10, every Sunday afternoon from 2 to 5 and every Sunday evening from 7 to 10.

"The committee would like you all to realize that their houses are to be considered your own, their welcome to you some faint expression of their appreciation of what you are doing and sacrificing.

"The open house idea in various forms has been employed in London since the beginning of the war, and has been approved by officers and privates from Canadian, Australian and other over-sea forces.

"The occasions will be entirely informal. The hostesses wish you to feel free to come in for a little talk or smoke, sometimes a little music, coffee or tea. There will be no interference with your regular hours for meals in camp."

## Safety for the Household

The safety of the home is the subject of a new pamphlet just issued by the Bureau of Standards, Department of Commerce, entitled "Safety for the Household, Bureau of Standards Circular No. 75." An interesting account of household hazards is given. The topics are discussed clearly in a manner which would afford a basis for popular education in "Safety First." The dangers from electricity, gas, fire, lightning, household chemicals, and the other common causes of accident are recited and many actual cases are described. The purpose is to aid in removing needless risk and fear, and to develop intelligent caution where the hazard cannot be entirely avoided.

The hazards of the home have increased in modern times from the service of gas and electricity and the use of such dangerous articles as matches, volatile oils, poisons, and the like. The use of energy in the home necessarily involves some risk which intelligent planning and care will reduce to a minimum.

Caution alone is not enough, since many of the dangers are not even suspected. The nature of such unknown hazards must be made plain. The circular emphasizes the seriousness of some of the risks not generally known, gives simple

cautions, and aims to guide the formation of habits of carefulness. The circular also suggests effective home equipment to minimize the risks involved, and aims to encourage public measures to provide safety for the household and community.

It is intended, not to increase fear of accident, but rather to remove the causes and the need for alarm. The sense of safety to be gained by observing these cautions would alone justify the careful study of this new circular. This circular completes the series of three popular household circulars which deal with measurements, materials, and safety. These form a valuable addition by the Bureau of Standards to the literature on household management.

The appalling loss of life from avoidable causes and injury to person and property make the pamphlet especially timely. It is believed that thousands of human lives could be saved and accidents reduced to the minimum if the precautions suggested are followed. Copies of this circular can be purchased at a nominal cost of 15 cents per copy from the Superintendent of Documents, Government Printing Office, Washington, D. C.

## Send for These

The Children's Bureau offers the following publications:

Care of children series, No. 1, Prenatal care. Bureau publication No. 4, Bureau publication No. 8.

No. 2. Infant care; dependent, defective, and delinquent classes, series No. 2. Bureau publication No. 13.

Miscellaneous series, No. 2, Birth registration. Bureau publication No. 2.

No. 3. Handbook of Federal statistics, part 1. Bureau publication No. 5.

No. 4. Child welfare exhibits, types and preparation. Bureau publication No. 14.

No. 5. Baby week campaign, suggestions for communities of various sizes. Bureau publication No. 15.

No. 6. Maternal mortality. Bureau publication No. 19.

No. 7. Summary of child-welfare laws passed in 1916. Bureau publication No. 21.

No. 8. Facilities for children's play in District of Columbia. Bureau publication No. 22.

No. 9. How to conduct a children's health conference. Bureau publication No. 23.

No. 10. Care of dependents of enlisted men in Canada. Bureau publication No. 25.

Child-Labor in Warring Countries. Bureau publication No. 27.

Infant-welfare work in war time. Reprinted from American Journal of Diseases of Children.

The Bureau of Labor Statistics has these bulletins of interest:

No. 221. Hours, fatigue, and health in British munition factories. Industrial, accidents and hygiene series, No. 15.

No. 222. Welfare-work in British munition factories. Miscellaneous series, No. 14.

No. 223. Employment of women and juveniles in Great Britain during the war. Women in Industry series, No. 10.

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